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ABSTRACT

This publication is divided intc two parts. The first part, "Study Abroad for High School Age Youth: Status, Purposes, and Proposed Directions," is by Stephen H. Rhinesmith. This article describes the status of study abroad programs in secondary education, discusses the purposes of such study, and proposes directions for future developments that will help educate more internationally sensitive Americans. The second part of the document, "Assessing Study Abroad Programs: A Guide for Local School Districts," by Helene Z. Loew treats guidelines for assessment of programs. Included are sections on information disclosure by sponsoring agencies; recommended insurance coverage; criteria for selection of leaders, chaperones, faculty, staff, and students; academic standards; facilities and accommodations abroad; and suggestions for program evaluation. Appendices include a sample preliminary application, a personal reference form, suggestions for student preparation, a postexchange questionnaire and evaluation form, the International Communication Agency criteria for teenager exchange visitor programs, and selected references. (Author/AMH)

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

29

Assessing Study Abroad Programs for Secondary School Students

Helene Z. Loew

with a chapter by
Stephen H. Rhinesmith

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

Encouraged by their teachers and parents, many young Americans now have the opportunity to study abroad as part of their regular school program--a most exciting and potentially valuable educational experience.

The first part of this publication, by Stephen H. Rhinesmith, President, American Field Service, describes the status of study abroad programs in secondary education, discusses the purposes of such study, and proposes directions for future developments that will help educate more internationally sensitive Americans.

As these programs grow in number, more and more educators and parents are asking for guidance in evaluating their quality. In response to this need, the second part of this manuscript is devoted to guidelines for assessing study abroad programs. Included are sections on information disclosure by sponsoring agencies; recommended insurance coverage; criteria for selection of leaders, chaperones, faculty, staff, and students; suggested guidelines for setting academic standards; guidelines for facilities and accommodations abroad; and suggestions for program evaluation.

Appendices include a sample preliminary application, a personal reference form, suggestions for student preparation for study abroad, a postexchange questionnaire and evaluation form, the International Communication Agency criteria for teenager exchange visitor programs, and selected references. It is hoped that this publication will assist in strengthening existing programs and will encourage more educators to consider them as part of the secondary school experience of all students who are interested in participating in such programs.

I am grateful to Dr. Rhinesmith for permission to publish an edited version of his presentation before the President's Commission on Foreign Language and International Education.

Helene Loew

STUDY ABROAD FOR HIGH-SCHOOL-AGE YOUTH: STATUS, PURPOSES, AND PROPOSED DIRECTIONS[1]

Stephen H. Rhinesmith

International educational exchange in secondary education is a much smaller enterprise than in higher education. In 1978, for example, over 235,000 foreign students were studying in the United States at the undergraduate and graduate levels. By comparison, there were only about 9,000 foreign students participating in secondary academic-year programs in the United States under the sponsorship of national organizations. Of these 9,000, American Field Service sponsored approximately 3,300, and Youth for Understanding worked with an equal number. The remaining 2,400 students came to this country under the auspices of such organizations as Rotary, International Christian Youth Exchange, the Experiment in International Living, Open Doors, and a number of other programs that host from 200 to 300 students per year.

There are very few programs for foreign high-school-age students who desire to spend a short time in the U.S. With the exception of a few programs for Japanese students, people in many other countries around the world have not had until recently the resources to send high school students to the United States for a short-term summer experience. In addition, many American volunteers who help organize and sponsor student exchanges prefer to take the summer off and not be engaged in hosting foreign visitors.[2]

In addition to the 9,000 students just mentioned, there are many who come to the United States on their own or under the sponsorship of local community groups. The responsibility for these students is usually taken by the high school in which they are registered. I was unable to obtain any statistics on the number of students who might fall into this category, since they do not enter the United States under a sponsorship category monitored by the International Communication Agency. The U.S. Immigration and Naturalization Service might be able to provide better documentation on the number of such students, but this kind of information does not appear to be readily accessible.

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[1]*Edited version of a presentation before the President's Commission on Foreign Language and International Education, New York City, January 11, 1979.*

[2]*Editor's note: The School Exchange Service program co-sponsored by the Council on International Educational Exchange and the National Association of Secondary School Principals offers a short-term exchange opportunity for American and foreign students during school sessions. This year (1980) an estimated 3,000 foreign students and 2,000 American students are participating in the SES program.*

However weak our ability may be to estimate or trace the number of incoming students, it is still much greater than our capacity to determine how many American students study abroad each year at the high school level.

We estimate that there are fewer than 2,000 American students studying abroad for a full academic year under the sponsorship of national organizations. Of these, AFS sponsored approximately 900 during 1978-79; another 500 were under the sponsorship of Youth for Understanding. About one-third of the students are sponsored by a range of other organizations, e.g., Open Doors, The Experiment in International Living, International Christian Youth Exchange, Rotary, and others. Obviously, the sponsorship of high school students for a full academic year abroad is a task that requires a great deal of organization and support abroad. AFS, for example, has offices in 60 countries, with appropriate volunteer organizations to provide counseling, orientation, and assistance to students during their academic and living experience. This requires a major investment of energy and resources; there are few organizations able to make this kind of investment.

As a result, the number of American high school students sponsored abroad for a full academic year and in a family living situation is very limited. There are naturally other groups of high school students studying in various schools in Europe and a few other countries around the world through private arrangements. I am referring here to students who are not living as dependents abroad, but instead are engaged in a formal international exchange effort. While there are no valid estimates concerning the number of students who might be studying abroad in this manner, there is no reason to believe that it would be more than 4,000-5,000 per year.

These numbers do not sound very significant when one looks at the total high school population in the United States (15.6 million in 1978). At the same time, however, there are obviously a great many young people traveling abroad. Most of these are on exchange or travel programs of up to three months' duration. Summer programs for American high school students abroad are widely available. It is very difficult to estimate the number of students in these short-term programs, but we do have some indication that the nonprofit sector sponsors somewhere on the order of 5,000-7,000 students abroad, while private profit-making organizations provide the vehicle for many times this number of youngsters to travel abroad. For instance, I believe that the American Institute of Foreign Study (a for-profit corporation) sponsors somewhere on the order of 12,000 students abroad each summer for the purpose of a short-term study of foreign language and culture.

Many of these summer profit-making excursions use foreign language teachers at the high school level who organize tours and accompany students abroad as part of their incentive. Once again, there are no valid statistics on the number of students who might be engaged in such efforts, but they certainly constitute a large number compared to the 2,000 American students studying abroad for a full academic year under the sponsorship of national nonprofit organizations or even the 5,000-7,000 students whom these organizations sponsor during the summer.

The figures just cited furnish an idea of the quantity of inter-

national educational exchange taking place at the secondary level today. No mention is made of the quality of this experience. In an attempt to provide a framework within which to assess the benefits of international exchange, I outline in the next section what I consider to be the five basic purposes for this exchange.

The first purpose is what one might broadly call personal development. This includes the development of cognitive skills that are used in entering a foreign country, analyzing its culture, traditions, history, economic and social systems, and political life, as well as learning a language and learning the "do's" and "don't's" of behavior in a new society. In interviews with former AFS students, we have learned that there is also an affective side to the personal development process that causes students to return to their own country with a greater sense of self-confidence, maturity, and understanding of their strengths and limitations than they had before they engaged in a foreign sojourn.

The second purpose of international exchange is the development of new interpersonal relationships with people from another society. If you ask foreign students who have returned from an AFS experience what the most important part of their year was, many of them will talk about the people they have met, the friends they have made, and the persons who have had a lasting influence on their life. This is more than just sentimentality, because when relationships are established across countries, even after people return home, a mutual concern continues to exist. Many former AFS host families in the United States have changed their reading habits in order to become more informed about day-to-day events in the country from which their student came. When they begin to read more about Kenya, for example, they are likely to pay more attention to events in East Africa and perhaps Africa as a whole. They also may become concerned about the relationship of Africa to the Middle East and to the rest of the world. Ultimately they broaden their horizons and someday may even change their political alliances here in the U.S.

A third purpose of international student exchange is the development of a cross-cultural perspective on the world. This is what has been described as gaining a "perspective consciousness"--the process by which people become conscious of the fact that their perspective is only one of many. Perhaps the only way to attain this consciousness is to find oneself in another cultural milieu, where one's most elemental values and beliefs may be questioned in a way not possible at home. One discovers first-hand that there are many ways to organize one's world view.

I believe that this reorientation is more effectively achieved at the secondary student exchange level than on a college level. As a foreign student on both these levels, I found that at the college level I was primarily engaged in academic study and had little opportunity or interest in becoming involved in the life of the local society. I was cut off from the society because of my need to achieve the vocational and academic objectives for which I had gone abroad. I wanted to get my work done with maximum efficiency in order to re-enter my university in the United States and proceed with my education. When I was a foreign student on a high school level, however, the major purpose of my time abroad was to live with the people and learn about life in their society. I did not have a set

of vocational and technical educational objectives that were pressing on me. I therefore concentrated much more on what it was like to adjust to another society, what values the people held, and what that meant for me as an individual from my own country as well as a citizen of the world.

A fourth purpose of international exchange is the acquisition and transfer of knowledge. Thus far, this has been more effectively carried out at the undergraduate and graduate levels than at the high school level. The acquisition of scientific and technical skills is a major goal emphasized in most student exchange discussions, because it is the area in which one can demonstrate the most tangible results. One of the difficulties with high school exchanges and with many of the international educational exchanges that take place today is that they do not focus on acquisition of a specific body of knowledge; rather, they emphasize the development of self-confidence and new attitudes--qualities that are difficult to measure.

The fifth purpose for international educational exchange is the development of global perspectives. This includes understanding the "state of the planet": the need to carefully use finite natural resources, the need to understand our world as a dynamic global system, the need to take into consideration the effects of our actions today on the world of tomorrow. Such global perspectives are often difficult to attain through merely studying in one other society. Nevertheless, there is some evidence that students who have been exposed to one society and have gone through the process of learning about life in another area of the world have a better capacity to apply this knowledge and insight to the analysis of other societies.

There is a segment of American society that accepts these purposes as worthwhile, but it is a small minority of our population. Those of us who believe in the value of study abroad must apply ourselves to find evidence that will convince our compatriots of the need for this nation's youth to come into contact with other places and other cultures. Let me suggest several measures to this end.

First, I believe we need to encourage research that demonstrates the specific benefits of international exchange for the costs incurred. We need credible studies that demonstrate the benefits of going abroad in a way that can be related to the economic and vocational realities of life. There is a serious lack of applied research in the international education field.

Second, we need to address ourselves to establishing and enforcing standards for quality programs in international educational exchange. The International Communication Agency has recently established excellent guidelines for exchange students coming to the U.S.[1] The guidelines that are contained in this publication provide a similar service for educators looking for an evaluative tool for American youth going abroad.

Third, we must recognize that international student exchange will thrive in a supportive educational and societal environment. It seems to me that one of the ways to foster study abroad within the United States today is to work on reforming the curriculum in the public school system from kindergarten through twelfth grade. We need to

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[1]*Editor's note: see Appendix F.*

create an awareness at an early age that the rest of the world is important for young people to know about and important for them to have a desire to visit. Such a coordinated effort to reform our curriculum to include global perspectives in the public schools will create an awareness and desire for international educational exchange at the high school and undergraduate levels.

Fourth, we must realize that curriculum reform is dependent to a large extent on teachers. It is in this field that international educational programs have been dismally insignificant. As far as I can tell, last year there were no more than 500 high school teachers sponsored by national organizations to go abroad for the purpose of becoming acquainted with education in another society. I refer to teachers who go abroad on programs other than summer or vacation study tours on which they accompany students. When one considers that there were only 500 teachers sent abroad for serious comparative educational purposes from a country like the United States this past year, one must seriously question this country's commitment to increased communication and understanding in the world. Such exchanges should not limit themselves to language teachers. Language teachers are in many ways an automatic constituency in this field; they should take it upon themselves to help teachers from other disciplines participate in educational exchange.

We need to address the question of citizen education. We need to alert citizens at the school district level to the need for better and more comprehensive international education in public schools for their children.

Ultimately, the development of more internationally oriented viewpoints in the United States is dependent upon a wide range of forces. We need to make better use of students and to multiply the effect of their international experiences within schools that are working to reform their K-12 curricula, and we need the help of teachers who are being exposed to a broader international context and who are working with citizens who have participated in programs to raise their global awareness, so that funds can be provided to schools and pupils to increase their awareness and interest in the rest of the world. If we can all join together across our many individual perspectives, I believe that we will not only be able to maintain an interest in international education today, but we will also be able to increase and expand it in a way that will meet the needs of this country and the world for the twenty-first century.

ASSESSING STUDY ABROAD PROGRAMS: A GUIDE FOR LOCAL SCHOOL DISTRICTS

Introduction

These guidelines are published in response to the concerns of educators about the quality and reliability of the study abroad programs available through a variety of commercial and educational sources today. The same concern was first manifested through the publication over a decade ago of "Criteria for Evaluating Foreign Study Programs for High School Students," by Stephen Freeman, then of Middlebury College. Those guidelines were adopted as a position paper by the National Council of State Supervisors of Foreign Languages in 1966 and endorsed by the American Council on the Teaching of Foreign Languages in 1968.[1]

The present guidelines are the results of a cooperative effort by the New York State Education Department, the ERIC Clearinghouse on Languages and Linguistics, and the American Council on the Teaching of Foreign Languages, which established an Ad Hoc Committee on Study Abroad in 1978. They were formulated by Norman Abramowitz, Associate, International Programs and Comparative Studies; and Helene Z. Loew, Associate, Bureau of Foreign Languages Education, New York State Education Department, in consultation with an Advisory Committee composed of representatives of schools and organizations involved in international student exchanges (see p. 16).

These guidelines are intended for the use of those who must evaluate study abroad programs for secondary school students: school administrators, teachers, guidance counselors, parents, and students themselves.

Study abroad programs should provide worthwhile and interesting experiences that increase students' knowledge of and empathy toward another culture as well as the desire to continue to learn more about other cultures and nations--their language, mores, and achievements. Such experiences should be sufficiently significant to assist the student to make analytical judgments about other cultures, reduce the effects of societal prejudices and stereotyping, and develop personal values.

To fulfill these aims, the educational objectives of a program should be preeminent. They should be clearly stated and made known to school officials, parents, participants, teachers, and leaders involved in the programs. These objectives should be measurable, and

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[1] *Stephen A. Freeman, "Criteria for Evaluating Foreign Study Programs for High School Students," Foreign Language Annals 1 (1968): 288-90.*

the sponsoring agency should make known the results of such evaluations to these same individuals, as well as to its own counselors and staff.

Information Disclosure by the Sponsoring Agency

Sponsoring agencies are usually one of the following:

- An academic organization, i.e., a degree-granting college or university, a public or private secondary school
- A private educational organization, profit or nonprofit
- A religious organization, fellowship, or order
- A commercial travel agency

Financial

All agreements between the parties concerned should be put in writing in the languages of both the participants and the host nation at least three months prior to the start of the program. Planning for such a program normally begins about a year prior to its start. Such agreements should describe:

- All costs
- Rules and regulations
- Refund policies
- Financial liabilities and exclusions
- Deadline dates for payment
- Evidence of financial liability of the sponsor

Upon request, the sponsoring agency's audited financial statement of the prior two years should be made available to the school official authorized to commit the district to a study/travel abroad program.

Upon request, the sponsoring agency should provide to school district administrators and parents a full accounting of the funds paid by participants, including the percentage of such fees charged to overhead and administration costs.

General

The sponsoring agency should provide the parents and the school district with full written information concerning:

- The educational and cultural objectives of the program and how the activities therein are designed to meet them. This process is often developed cooperatively by the agency and the school district representatives.

- The legal corporate status of the Sponsor as defined by the U.S. Internal Revenue Service

- Legally binding agreements, if any

- The names and addresses of school districts participating in such programs within the state or region during the two-year period prior to the current program under consideration

- The itinerary, including time set aside as "free" time

- Procedures and criteria for:

  --Selection of chaperones, leaders, faculty, and staff, including their necessary qualifications

  --Orientation of chaperones, leaders, faculty, staff, and students

  --Planning of intercultural group experiences

  --Provision of emergency health care

  --Provision of supportive services such as medical and hospital services and psychological counseling

  --Provision of group insurance. Information should be included on coverage limitations and exclusions, or limitations under "self-insured" policies.

Recommended Insurance Coverage for Health, Accident, and Liability

Adequate insurance coverage is necessary for any foreign program. The local school district should request that the sponsoring agency provide written proof of such coverage. This should include:

- Minimum basic medical coverage for each student, if not covered by parents--$2,000 per illness or accident (may be adjusted upward according to length of stay), $500 in luggage insurance (may be optional at participant's expense).

- Evidence on the part of the sponsor of a surety bond or of an escrow account in which are deposited funds for return flights of the group or individual participants who must return home in an emergency or be returned home in case of their demise (unless the reason for returning home requires that the cost be borne by the parents, as interpreted by the school district)

- Liability insurance--institutional and individual

Local school districts should secure waivers of responsibility from parents or guardians of students with any medical or emotional disorders that require special attention while abroad. Such disorders should be listed on the student's application and may prevent participation in the program.

Parents should inform districts of general medical insurance, making special note of foreign inclusions or exclusions, and any special instructions regarding the welfare, safety, health, and comfort of the individual participants.

Criteria for Selection of Leaders and Chaperones

Leaders of foreign programs should possess the following qualifications:

- Sensitivity to the emotional needs of participants
- Thorough knowledge of the host country and sensitivity to its culture and language, and the ability to help students interpret them
- Good rapport with teenagers
- Skill and tact in facilitating group interaction (prior group leadership would be valuable here)
- Administrative ability and experience
- Competence and experience in handling details of travel and accommodations
- Willingness and ability to cooperate with school staff abroad and students' parents, among others
- Academic competence, if applicable
- Excellent health and stamina
- A positive attitude toward American culture and the ability to interpret the United States to host families and others abroad
- Emotional stability

Questionnaires and personal interviews by school administration and the sponsoring agency should be used to ascertain the strength and past experience of prospective leaders and assistants. Leadership training should be part of the program orientation.

The leader's and chaperone's professional relationships with students should not be used for private advantage. In the case where the sponsoring organization provides a gratuitous travel stipend or other emolument to the leader and/or chaperone accompanying these students, such benefits should not be a factor in their recruiting students for the program.

Selection procedures should be reviewed regularly, measured against the success of past leaders and chaperones, and changed if necessary. It is recommended that the selection criteria be incorporated into the program's application form for leaders and chaperones.

Criteria for Selection of Faculty and Staff

Faculty and staff of overseas programs should have sound knowledge of the country to be visited as well as of the United States, their respective educational systems, and their languages and cultures. A sympathetic and understanding attitude toward the American teenager is also a necessity.

Faculty and staff of overseas programs should possess the following attributes:

- Knowledge of their academic field
- Knowledge of English and of the appropriate foreign language, where applicable
- Knowledge of the host country and the locale of the program
- Sensitivity to a foreign culture and its unique qualities
- Ability to interact with American students
- Understanding of their role as counselors
- Ability to cooperate with their colleagues
- Emotional stability

Questionnaires, and personal interviews by the leaders, school administrators, and/or the sponsoring agency should be used to ascertain the strengths of prospective faculty and staff.

The teacher's professional relationships with students should not be used for private advantage. In the case where the sponsoring organization provides a gratuitous travel stipend or other emolument to the teacher accompanying these students, such benefits should not be a factor in his or her recruiting students for the program.

Selection procedures should be reviewed regularly, measured against the success of past faculty, and changed if necessary. It is recommended that the criteria for selection be incorporated into the program's application form for faculty.

Criteria for Selection of Student Participants

Students should be carefully screened through application forms and selected through personal interviews by the sponsoring agency and

group leader(s), where applicable, in order to ascertain their ability to profit from overseas study and travel.

Criteria for selection of students should include the following individual characteristics (see Appendix A):

- Evidence of seriousness of purpose
- Acceptable academic standing
- Good health record and no known major illnesses that will preclude participation
- Evidence of social and emotional maturity
- Evidence of ability to gain clear benefit from the program
- Ability to communicate in the language of the host culture at the appropriate level, if required for accomplishing the program objectives
- Ability to meet financial obligations

Letters of reference from school administrative personnel and community residents and a letter from the students' parents/faculty may also be valuable in determining the students' eligibility (see Appendix B).

Desirable group characteristics include a balanced, yet diverse group with respect to age distribution, ratio of boys to girls, racial and socioeconomic--and, if applicable, geographic--cross-section of communities represented, whenever practical.

The selection process and criteria should be reviewed every three to five years and revisions made when necessary.

Suggested Procedures for Orientation and Preparation

Orientation is the preparation of individual participants--students, host families, leaders, faculty, and counselors--to make best use of the time spent in the foreign program and to ensure its continuous effect upon return. Orientation sessions should be conducted by persons qualified to carry out the planned program. The orientation, which should begin at least six weeks before departure, should be directed toward the needs of the particular audience involved.

An orientation program should include:

- Information about the differences and similarities between the home country and the host country--cultural, economic, and political
- The development of skills needed to understand and explain these differences and similarities
- The development of the individual's understanding of himself in relation to his own culture
- Foreign language practice, where applicable, for conversational purposes for those in need of such practice

- Appropriate reading and study before departure

- Information on procedures, regulations, expected behavior, and mechanics of the study travel and/or homestay program

- Exposure to nationals of the host country, if possible

- Lessons in handling foreign currencies

- Information about the objectives of the program

It is strongly recommended that upon return from an overseas experience, student participants be asked to evaluate their experience in light of the program objectives. They should also be asked to share their experiences with fellow students and teachers (see Appendices D and E).

District administrators should also evaluate the program based on students' experiences and faculty and chaperone reports.

Guidelines for Setting Academic Standards

It is clear that properly arranged foreign experiences have intrinsic value of their own. This section on the setting of academic standards is not intended to discourage the conduct of programs designed to broaden students' experiences and increase their maturity in ways not measurable. Academic credit does not guarantee learning, nor does it substitute for the need to create a program wherein the students' experiences enrich their lives.

Should the acquisition of academic credit be an objective of the program, the following recommendations are offered:

- No academic credit should be granted for travel programs per se, except in cases where educational activities predominate.

- The amount of credit awarded should be proportional to the degree that the program complements learning activities in the curriculum or substitutes for them.

- Educational programs should exhibit the usual characteristics for such programs, e.g., they should comprise learning activities of a reasonable length of time. Such activities may profitably attempt to capitalize upon the experiences gained through the exchange.

- Formal instruction for credit should be provided by teachers licensed by the appropriate government agency in their country.

- Credits for study abroad may be awarded by a school district:

  --Upon evidence that the foreign institution and its instructors are fully accredited in their own country (where such accreditation exists)

  --Upon presentation of satisfactory evidence of the actual number of contact hours provided

--If the school district is provided with evidence of formal and periodic written evaluation of the work of the participants, including a final report

- The home school, with the students' foreknowledge, may reserve the option of evaluating the students' gains from the program. A written examination may be helpful in determining whether academic credit should be granted.

- Programs involving study of more than one semester should contain a formal language-learning component, when applicable.

- The educational program and the criteria for the awarding of credits should be approved by the local district administration in advance of the student's experience abroad.

Guidelines for Facilities and Accommodations Abroad

The number, kind, and size of facilities and accommodations must be appropriate to the number of participants and the purposes of the program. Preparation for and administration of short stays should include:

- Identification of a suitable location for the program

- Identification of comfortable (by host country standards) accommodations for overnight, recreational, and instructional purposes

- Provision for well-prepared and well-balanced meals

- Arrangements for both regular and emergency medical and psychiatric treatment

- Provision for contacts with the host community that will enhance mutual cultural understanding

- Provision for easy access to peer groups, schools, families, and community organizations in the host community

- Arrangements for participation in local cultural events and resources

- Arrangements for students' access to good local transportation and communication with parents at home

Preparation for and administration of homestays abroad should include:

- Careful selection of homes through formal applications and personal interviews in the home

- Orientation of host families to the aims of the program, to similarities and differences between their culture and American customs and traditions, and to potential problems in hosting an exchange student

- Periodic contact by the leader/chaperone with the host family while students are there
- Placement of students with families receptive to their needs and interests
- Evaluation of the program by the host families, students, and U.S. teachers involved. Final evaluation should be in writing.

Travel arrangements within the country visited should include:

- Locations for overnight stays that are convenient and will minimize travel time to places being visited
- Provision for clean, comfortable, uncrowded rooms each evening with a recreation area, if possible
- Orientation for students as to what precautions should be taken, if any, about food and beverage consumption in the area being visited
- Provision for varied and indigenous menu selections
- Provision for a balanced diet for students
- Provision for regular and emergency stops on lengthy trips
- Provision for emergency communication with 24-hour U.S. telephone contact

Program Evaluation

Evaluation by the school district of an established study or travel abroad program should be undertaken every three to five years by interview and/or by written means during the course of the program and at its conclusion. New programs should be evaluated after the first year. Whenever possible, and especially during year-long programs, outside evaluators (who will have made on-site observations) should be used periodically. The following aspects should be evaluated:

- Cross-cultural learning encounter and enrichment
- Attainment of academic objectives
- Selection and orientation of participants
- Counseling and guidance of participants
- Curriculum and instructional techniques
- Leadership of staff
- Impact on host community, schools, and families

- Sponsor's administration and program's finances
- Facilities and accommodations in the host community
- Community interest and support
- Ability to develop a satisfactory sponsor-school relationship

Evaluation surveys should solicit comments and reports from participants, host academic institutions, families, and leaders (see Appendices D and E). Program evaluation reports, which synthesize the comments of participants, teachers, and others and which protect the anonymity of all concerned, should be made available to the parents of participants and to potential participants.

* * *

These guidelines are designed to assist school districts in developing useful programs for American students traveling and/or studying in other nations. In the case of school-to-school programs involving foreign students coming to school districts for six months to a year in the United States, the International Communication Agency has established criteria for such exchange visitor programs. These guidelines are available from the Agency at 1776 Pennsylvania Avenue, Washington, D.C. 20547 (see Appendix F).

ADVISORY COMMITTEE
GUIDELINES FOR STUDENT EXCHANGE PROGRAMS

Irving H. Becker
Assistant Executive Director
Council on International Educational Exchange
205 East 42nd Street
New York, NY 10017

Donald H. Bragaw, Chief
Bureau of Social Studies Education
The State Education Department
Albany, NY 12234

Donald Burt, Principal
Penfield High School
High School Drive
Penfield, NY 14526

Carol Chester
Penn Yan Academy
Court Street
Penn Yan, NY 14527

William T. Cleveland, President
NYSCSS
Bethlehem Central High School
Delmar, NY 12045

Dr. Peter A. Eddy, Director
ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, DC 20007

Michael Fennell, Associate
Bureau of Bilingual Education
The State Education Department
Albany, NY 12234

Theodore Gochenour
Vice President for International Programs
The Experiment in International Living
Brattleboro, VT 05301

Marian I. Hughes, Associate in Educational Exchange
Center for International Programs
The State Education Department
Albany, NY 12230

Joan H. Joshi, Vice President
Educational Services
Institute of International Education
809 United Nations Plaza
New York, NY 10017

Paul Lacroix, Director
American Institute for Foreign Study
102 Greenwich Avenue
Greenwich, CT 06830

James G. Parker, Regional Director
Youth for Understanding
642 Kreag Road
Pittsford, NY 14534

Dr. Stephen H. Rhinesmith, President
American Field Service
313 East 43 Street
New York, NY 10017

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N.Y. State Association of Foreign Language Teachers
Cazenovia Central School
Cazenovia, NY 13035

Kathy L. Warner
Hamburg Senior High School
Legion Drive
Hamburg, NY 14075

Donald Wladaver, Chairman
Foreign Languages
White Plains High School
550 North Street
White Plains, NY 10605

Dr. Richard C. Williamson, Director
Junior Year Abroad
Bates College
Lewiston, ME 04240

APPENDIX A

Sample Preliminary Application

1. Full name_____Phone_____

2. Permanent address_____Height____Weight_____

3. Birth date_____Country of citizenship_____

4. School_____Class this year: ( ) Soph ( ) Jr ( ) Sr

5. What foreign languages have you studied, if any?_____

6. Have you ever lived or studied abroad?___If yes, when and where?_____

7. Father's full name_____Living or deceased?_____
   Occupation_____Country of birth_____

8. Mother's full name_____Living or deceased?_____
   Occupation_____Country of birth_____

9. Are parents divorced?___Separated?___
   If yes to either, who is your guardian?_____

10. Indicate any medication or shots you are presently taking_____
    What are they for?_____
    Describe any disability, chronic condition, or allergy_____

11. Signature of the applicant_____

12. With this application, please attach a statement by briefly answering the following questions:

    a. Describe yourself in terms of your personality and interests.

    b. How have you used the resources available in your community for involvement in your interests?

    c. Describe a relationship you've formed within the past few years. How did you meet this person? What attracted him/her to you? How do you see your relationship developing over time? (This can be a relationship with a teacher, peer, older person, fellow worker, etc.)

    d. What experiences have you had that make you want to participate in this study abroad program?

    e. What do you think you would gain from this experience?

TO BE ANSWERED BY YOUR PARENT(S)

13. Please attach a statement describing your son/daughter both as an individual and as a member of your family. Please also indicate your personal feelings about his/her participation in the program.

14. "I hereby give my son/daughter permission to apply to the program."

_____
Signature(s) of parents or guardian

Source: American Field Service

APPENDIX B

High School Study Abroad Program Personal Reference Form

To the teacher completing this form:

The student whose name appears below is applying for the High School Study Abroad Program. If selected, the applicant will spend six weeks in France in a program of language and culture study.

The difficulties of adjusting to living and studying abroad make it very important that participants be selected on the basis of academic ability and emotional maturity. We would therefore appreciate your frank evaluation of this applicant.

Please complete the form and return it directly to _____
(Teacher or Department Head coordinating application).

Thank you for your cooperation.

Name of applicant_____

1. How long and in what capacity have you known the applicant?

2. How would you describe his intellectual ability?

3. To what extent does the applicant possess originality and independence?

4. If possible, please describe his performance in extracurricular and community activities.

5. How would you assess the applicant's maturity and emotional stability?

6. How well would you expect the applicant to adapt to the pressures of studying and living abroad for six weeks?

7. Are you aware of any restrictions on the candidate's physical activity, diet, or health?

8. Does the applicant relate well to other students and teachers?

9. How would you assess the applicant's ability to work cooperatively with other students in group activities?

10. TO BE COMPLETED BY THE LANGUAGE TEACHER ONLY

    Please describe the applicant's abilities in the following areas:

    A. Understanding of the foreign language
       Excellent ( ) Good ( ) Fair ( )

    B. Willingness to speak in the presence of others
       Excellent ( ) Good ( ) Fair ( )

    C. Fluency
       Excellent ( ) Good ( ) Fair ( )

    D. Language aptitude
       Excellent ( ) Good ( ) Fair ( )

Name_____Position_____
(please print)

Signature_____Date_____

Source: ACTFL Archachon Study Program

APPENDIX C

High School Study Abroad Program

Preparing for Your Sojourn Abroad

Recommended reading:

1. The French Teenager, Jane M. Bourque, Advancement Press of America, P.O. Box 07300, Detroit, Michigan 48207. $4.00

2. Comment Vivent les Français, Girod & Grand-Clement, Hachette 1972. Available from French and European Bookstore, Rockefeller Center, New York or from Larousse Bookstore, 592 Fifth Avenue, New York. (Ask for catalog also; many other useful publications available.) $4.00

3. Guide Michelin for Paris and for Environs de Paris and for Côte de l'Atlantique, or any other good maps, tourist guides, etc. for these areas. The Michelin Guides are available from the bookstores mentioned in #2; they cost about $3-$4 apiece. (English or French)

4. Paris-Match and any other French periodical available

Recommended study:

1. How to ask questions in French. Analyze your own needs and interests. What will you want to ask? What kinds of questions get more than a "yes" or "no" answer? How do you find out things about people--how to ask personal questions in a polite and discreet way.

2. How to make "small talk." How to keep a conversation going. What to talk about at the table. How to talk and eat at the same time.

3. How to talk about yourself, your own country, your own culture, your home town, your beliefs, your concerns. Start keeping a notebook or making a list of the vocabulary and phrases you will need.

4. Seek opportunities to talk with native French persons. Learn how to talk with adults, with teenagers. Practice using the "tu" forms with your friends.

5. Listen to French tapes. Improve your listening comprehension. Work on your own pronunciation and intonation.

6. Review the grammar that will be necessary for speaking: pronouns; present, past, and future of regular and irregular verbs; subjunctive (present only). Pay attention to gender of all nouns and watch agreement of adjectives.

Source: ACTFL Archachon Study Program

APPENDIX D

Student Post-Exchange Questionnaire

For additional comments, please use the back of the paper.

Name: _____
Age at time of exchange: _____
Prior travel experience (or exposure to a foreign culture) _____
Language background and training: _____

1. Can you remember any ideas or stereotypes that you believed about the French/German people before your trip experience?

2. Have your experiences changed any of these preconceptions? How would you now describe the people or their culture?

3. What made the biggest impression(s) on you during the trip?

   a) What was most meaningful for you?

4. Did the experience of living with a host family offer any new insights into the French/German culture? (Please be specific.)

   a) Could you have learned these things in ways other than by a home stay?

5. What struck you as one of the most unusual customs of the country you visited?

   a) Can you imagine this custom existing among Americans today?
   b) If not, what would prevent Americans from accepting it?

6. Similarities exist among people of different nations. What values and social similarities do you now see the people of France/Germany and the United States sharing?

7. What did you learn about our own country and society by visiting another?

8. Did you feel your knowledge about the United States was lacking in certain areas? If so, please indicate the areas.

9. Do you see yourself or others differently as a result of your trip experiences?

10. How much and in what way do you feel you have gained in the following areas as a result of the trip:

    a) Language
    b) Personal relationships
    c) Cultural awareness
    d) Personal growth

11. Do you feel a person can go to a foreign country and learn about its culture without knowing the language? If so, how can this be done?

12. From your own experience, what do you feel can be gained from a foreign exchange program for students?

13. What were you NOT prepared for?

    a) What suggestions can you give to help us improve the orientation you received?

14. What would you hope to gain from a future trip if you were to go?

15. Do you see any significant relationship between this experience and your outlook and/or plans for the future?

Source: South Burlington (VT) Public Schools

APPENDIX E

Foreign Travel Study Evaluation

While your impressions are fresh from your trip abroad we would like to ask you to express your feelings. Be honest and free with your suggestions. The results of evaluations such as yours enable us to make those improvements needed to provide the best foreign travel program possible for the students of _____ County. Sponsors should return this form within 5 days after the trip ends.

NAME OF STUDENT: _____ AGE: ___ MALE: ___ FEMALE: ___

HOME SCHOOL: _____ GRADE: _____

TRIP TAKEN: _____

SPONSOR: _____ TIME ABROAD: _____

Rate the following on a five point scale - 1 (Low) to 5 (High)

	1	2	3	4	5
1. What value did the orientation programs have to you?					
2. How satisfactory was the transportation to and from the United States?					
3. How satisfactory was the transportation in the foreign countries?					
4. How satisfactory were the room accommodations?					
5. How satisfactory were the food accommodations?					

6. Have you been abroad before? Yes___ No___ Where_____ When_____

7. What did you gain from this trip?

8. What suggestions do you have for improvement of this program?

9. What did you like best about this trip?

10. What irritated you more than anything else?

11. Would you recommend such a trip for other students? Yes_____ No_____
Why?

Source: Howard County (MD) Public Schools

APPENDIX F

Criteria for Teenager Exchange Visitor Programs

International Communication Agency

These criteria govern the designation and monitoring by the Department of State of exchange visitor programs that are designed to give foreign teenager students an opportunity to spend from six months to a year studying at a U.S. high school or other educational institution.

The student is placed by the exchange visitor sponsor with a U.S. family that serves as the host family during the period of sponsorship. The primary purpose of these programs is to improve the foreign student's knowledge of American culture and language through active participation in family, school, and community life. A secondary purpose is to improve American knowledge of a foreign culture and to contribute to international understanding through personal experiences in schools and communities throughout the United States.

1.0 Eligibility for Sponsorship

1.1 Only nonprofit organizations and institutions that have received tax-exempt status from the Internal Revenue Service under Section 501(c)(3) of the Internal Revenue Code will be designated as exchange visitor program sponsors for teenager programs.

2.0 Selection

2.1 The designated sponsor must assume responsibility for the selection of students to participate in these programs. Employment or travel agencies either in the United States or abroad shall not be used under any circumstances for the recruitment of foreign students.

2.2 Selection will be limited to secondary school students or recent graduates between the ages of 15 and 19 who have a sufficient knowledge of English to enable them to function in an English-speaking environment. Students should be screened for demonstrated maturity and ability to get maximum benefit from these programs.

3.0 Agreements

3.1 All provisions of the agreements between students, their parents, and sponsors must be written if possible in both English and the students' native language. The terms of such agreements must be specific, stating clearly the total cost of the program, refund policies, and program rules and regulations. The sponsors are responsible for assuring that these terms are fully understood by students and parents.

4.0 Orientation

4.1 Orientation, both pre-departure and upon arrival in the United States, must be provided to all students. The orientation should be designed to give the students basic information about the United States, its people, and family and school life. Students should be fully informed of the nature of the program in which they are participating. Sponsors are encouraged to include returnees in pre-departure orientation sessions.

4.2 Orientation must also be provided to host families in advance of the students' arrival. Each host family should be well briefed on family and school life, customs, religion, and mores in its exchange student's native country. Each family should also be apprised of potential problems in hosting an exchange student and provided with suggestions on how to cope with those problems.

4.3 Students must be provided with an identification card that includes 1) the name and telephone number of an official of the sponsoring organization, 2) the name and number of the exchange visitor program, and 3) the address and telephone number of the Facilitative Services Staff, Bureau of Educational and Cultural Affairs, Department of State.

4.4 In addition, students and host families must be provided with a copy of the "Criteria for Exchange Visitor Teenager Programs."

5.0 Health, Accident, and Liability Insurance

5.1 The sponsor is responsible for ensuring that every student selected to participate in the program has appropriate medical coverage. Minimum acceptable coverage must include 1) basic medical/accident of $2,000 (per injury or illness), 2) preparation and transportation of remains to home country (at least $1,500), and dismemberment coverage.

5.2 Coverage may be provided in any of the following ways, with the Department informed of the sponsor's choice:

1. By health and accident coverage arranged for by the student.

2. By health and accident insurance coverage arranged for by the sponsor.

3. By the sponsor's assuming all financial responsibilities for a student's illnesses and accidents from the time the student leaves his/her home country until he/she returns home.

6.0 Geographical Distribution

6.1 Sponsors must develop plans to ensure that groups of students, especially those of the same nationality, are not clustered. Every effort must be made to have the students widely dispersed throughout the country. No more than four foreign students and

no more than two of the same nationality may be placed in one high school by a sponsor.

7.0 Placement of Students in U.S. Schools

7.1 No organization sponsoring this type of exchange program shall place a student in a secondary school without first notifying the principal or superintendent or school board and obtaining approval for the admission of the student. Sponsors must make clear arrangements with school authorities regarding any tuition payments or waivers of tuition.

7.2 Placement of the student in a secondary school should be arranged at least five weeks in advance of the student's departure from the student's native country. In any event, such placement must be made before the student's arrival in the United States.

8.0 Placement of Students in U.S. Host Families

8.1 The designated program sponsor is responsible for the selection of the American host family. A program sponsor's representative must personally interview and visit the home of each host family before that family is permitted to receive an exchange student. Telephone interviews are not sufficient. Employment agencies shall not be used, under any circumstances, for the placement of exchange students.

8.2 The student shall not be asked to perform the duties of a household domestic under any circumstances. However, students should be made aware that they may be asked to assist with some of the normal daily chores (keeping their rooms neat, helping with the dishes) that all of the members of the household must do.

8.3 The American host family should have at home during nonschool hours at least one family member, preferably a teenager, to assure the exchange student of some companionship.

8.4 Sponsors must make every effort to assure that a student is placed with the family that promises the greatest compatibility for the student. Such arrangements should be made well in advance so that the students and their hosts have ample time for correspondence before the students leave their home countries.

8.5 Sponsors should notify students of their home placement at least five weeks prior to their departure for the United States.

8.6 A host family should be given the background data and arrival information about the student at least five weeks prior to the student's arrival in the United States.

8.7 Home placement must be made before the student's arrival in the United States. Noncompliance with this requirement can result in immediate suspension or revocation of exchange visitor program designation.

9.0 Supervision

9.1 The sponsor must assume the responsibility of resolving problems including, if necessary, the changing of host families and the early return home of the exchange student because of personal or family difficulties.

9.2 Sponsors must contact students and their host families periodically throughout their exchange visit to ensure that problems are dealt with promptly and effectively. These periodic contacts should include personal meetings with students.

9.3 The sponsor must provide the host family with a copy of the identification card furnished each student (see 4.3) as well as with the names, addresses and telephone numbers of both local and national officials of the sponsoring organization who can be contacted at any time in case of an emergency or other problems.

9.4 Sponsors must solicit written evaluations of the exchange program from students and host families at the termination of the exchange visit. Student evaluations should include discussion of host families, host schools, area representatives of sponsors, orientation programs, and suggested improvements. Host family evaluations should include discussion of exchange students, area representatives, orientation programs, and suggested improvement.

10.0 Employment

10.1 Students in the teenager program are not permitted to accept full-time employment during their stay in the United States. However, noncompetitive small jobs, not to exceed 10 hours per week, such as tutoring, grass cutting, baby or people sitting, newspaper delivery, etc., will be allowed.

11.0 Financial Responsibility

11.1 A sponsor must guarantee return transportation for students in the event of a default by their organization. This may be done by the purchase of round trip charter tickets, the purchase of round trip tickets on regularly scheduled flights, or a combination of the two. Alternatively, a sponsor may arrange a surety bond or surety trust agreement with a bank to ensure return transportation.

11.2 Sponsors are required to have available for review by the Department of State an audited financial statement of their operations. The financial statement should include an itemized list of the salaries of the officers of the organization.

12.0 Reports

12.1 Sponsors will furnish the Department of State with an annual report on their programs at the end of each year. A questionnaire will be sent to sponsors each year to assist them in preparing the report.

13.0 **Suspension or Revocation of Exchange Visitor Program Designation**

13.1 Sponsors who are found to be in violation of the above criteria are subject to having program designations suspended or revoked in accordance with Section 63.16 of the Regulations Governing Designated Exchange Visitor Programs.

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[Documents identified by an ED number may be read on microfiche at an ERIC library collection or ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.]

Helene Z. Loew (A.B.D., SUNY Albany) is an associate in the Resource Allocation Plan Office, New York State Education Department. She was formerly with the Bureau of Foreign Languages Education in the NYSED. Ms. Loew is chairman of the 1981 Northeast Conference, a member of the executive council of the American Council on the Teaching of Foreign Languages, vice president of the National Council of State Supervisors of Foreign Languages, and a member of the editorial advisory board of Die Unterrichtspraxis. Articles by Ms. Loew have appeared in Foreign Language Annals, The Language Bulletin, The ACTFL Series, and The Northeast Conference Reports.

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